SECTION 9: PROGRAM DESIGN AND MANAGEMENT

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1. Introduction

Well-designed and well-managed programs achieve their goals, fulfill their missions and see their visions become a reality. Good, clear, comprehensive planning can result in improved performance. A sound program plan provides a guide for effectively using resources, tracking and documenting progress and reinforces common understandings and shared vision among staff.

2. Needs Assessment Analysis

Establish target populations and determine needs

"If I build it they will come." This is true only if you are living in a "field of dreams."

We can no longer approach program planning by saying, "Here is our program. Now, how do we get people to come to it?" Instead, we have to say, "Here is our audience. How do we design activities they will want to attend?"

A thorough **examination of the population and community makeup is the first step** in designing an adult education program. This leads to effective program planning and promotion, student recruitment, and the development of a retention plan.

The most effective method to determine whom to target in the community for adult education services is by conducting a *Needs Assessment* within your community, facility, and/or classroom. Because needs differ from community to community, and internal student's needs differ from external student's needs, adult education program planning should include a Needs Assessments as a major component of program planning.

There are three specific Needs Assessments from which to choose depending on your need and target population. They are:

1. **Community Needs Assessment**

   Used within the community i.e. stores, fairs, local activities, etc.

2. **Agency Needs Assessment**

   Used within local businesses, organizations and/or facilities to determine a need for an adult education program for employees or participants.

3. **Student Needs Assessment**

Note: It is also important to remember that, because needs and goals change, it is imperative to conduct Needs Assessments periodically during the fiscal year, or when economic crises occur within the community. This will assure your program continues to effectively serve its target population.

There are also external customers who need, want and expect results from your program:

- *Businesses* are seeking employees who have basic skills, job related training, communication skills and social skills.

Helpful data to collect for a needs assessment: (www.census.gov)

- Total population of the community

- Number of persons 18 and older without a high school diploma or GED

- Total number of households

- Breakdown on number of males and females

- Number of persons in the civilian labor force

- Per capita income for the county

- Types of businesses within the community

- Number of persons living in rural areas and urban areas

- Diversity of ethnic backgrounds living in the area

- Average age of the county population

- Employment status of men and women

- Amount of education attained by those living in the community

What Needs Assessment is NOT:

- It is not expensive.
- It is not a one-time study.
- It does not take up time–it replaces time that has been wasted or underutilized.

What Needs Assessment IS:

- It is customer oriented.
- It is low cost.
- It involves some or all of your staff in some way.
- It is ongoing.
- It is practical.
- It costs less than not doing a needs assessment.

What Needs Assessment determines:

- Target audience(s).
- Characteristics of audience(s) i.e. age, sex, ethnicity, location.
- Needs and interest of audience(s).
- Best location, day and time in which to serve audience(s).
- Medium or technique most likely to reach audience(s) i.e. newspaper, radio, TV, poster, mailer, billboard, table tent.
- Success/effectiveness of program.
- Which students are "falling through the cracks".
- The root cause of the retention problems.
- How to revise curriculum to meet the needs of the target population.
- Goals to meet state and federal requirements, i.e. attainment of goals.

Steps to Conduct Needs Analysis:

Step 1: Determine the purpose:

- **Why are you conducting a Needs Assessment?**
- **What will you do with the results of the information you collected?**
- **Who will be responsible for the remaining steps as outlined below.**

Step 2: Identify the target population:

- **Community**
- **Potential and existing students**
- **Agencies/businesses**

Step 3: Determine the best way to conduct the Needs Assessment, and which assessment to use:

- **Set up a booth at county, city, state fairs, or local events. *(Community)***
- **Ask for permission to set up outside the local supermarket, Kmart, Wal-Mart, Dollar General Store, etc. *(Community)***
- **Make an appointment with local businesses, organizations, and/or facilities to conduct needs assessment for employees or participants. *(Agency)***
- **Conduct door-to-door surveys within housing developments, specific target population communities, etc. *(Community, Student)***
- **Conduct periodic surveys within your classroom to determine if your program continues to meet the needs and wants of your students.**

Step 4: Compile data:

- **Separate the data via category:**
    - o **Needs and wants**
    - o **Demographics**
    - o **Topics preferred, etc.**

Step 5: Analyze data:

- **How can I change my program to meet these results?**
- **Do I move to another location or add a satellite site? Change the date and time?**
- **Do I adjust my curriculum?**
- **What *can* I do to meet the needs of the target population?**

Step 6: Utilize data:

- **Develop a plan.**
- **What are the steps involved?**

Step 7: Develop a timeline:

- **Do I begin now?**
- **Can I risk waiting until after the holidays?**
- **Can I risk waiting until next year?**

3. Intake and Orientation Delivery Models

The first three weeks of attendance is critical in adult education programs. Thus retention really begins as early as the intake process which sets the tone for the remainder of the student's experience. Intake should be used to effectively counter barriers to attendance. Learning styles should be assessed and the results should be used to determine the type of instructional delivery that will be most effective for the student.

Types of Intake Models:

- Managed Intake: Accept registrations on one particular day of the week or once every other week on a regular schedule.

- Open Intake: Accept walk-ins any day/any time.

- A managed intake system is preferred. Instructors can schedule Group Orientation followed by individual student interviews without disruption for ongoing students.

- Use a learning disabilities screening device (Example: Washington 13).
- Use a self-management/self-direction screening process to assess capacity for self direction and to identify ways to build these skills.
- Use student focus groups to provide a forum for raising issues and concerns. This provides instructors with valuable feedback for assisting students and can evolve into student support groups.
- Move pre-testing from the first encounter with the student to a specified time after intake and orientation.
- Offer pre-enrollment opportunities for students to observe classes and make peer contacts to ease the stress and anxiety of returning to school.
- Explore past schooling experiences, reasons for dropping out of high school and future goals.

Orientation:

Effective student orientation can help establish a welcoming environment right from the very beginning. Orientation should be designed to help new students understand the program and support offered, the commitments they will need to make in order to successfully achieve their goals, and the processes and timelines involved in attending adult education classes. Effective orientation is critical to helping adults make an informed decision about enrollment in your program. Current students should be actively involved in the orientation process.

It is important to follow-up on a one-to-one basis after orientation to ensure students have a clear understanding of your program and the supports available to them. In fact, spending extra time with new students in the first few weeks is time well spent as instructors will identify, and be able to better address, their needs, barriers and comfort level with the program.

Orientation programs usually have the following elements:

- Introduction to your program including currents students, teachers and volunteers.
- Overview of program and services.
- Overview of the supports available for students.
- Overview of agency processes and resources.
- Overview of the commitments and expectations of students.
- Process for sharing existing student experiences and successes.
- Information on ways to get involved in your program.
- Introduction to the learning process.
- Process for sharing information on study skills.

4. Student Assessment

Student assessment is an ongoing process that begins the moment a student enters the program. The assessment process is an important tool for retaining students as it gives instructors the chance to understand and support the learning goals and needs of each adult.

Effective assessment ensures that students are placed at the right learning level. Placement at either too high or too low a level is harmful to retention as instruction will either be too hard or too easy. If placement is too high, student progress will be slower and therefore de-motivating to the student. If placement is too low students may become bored and not fully engaged in learning.

5. Goal Setting

Goal setting begins with an effective assessment process. Helping students set realistic, relevant and achievable short and long-term goals is critical to motivate learning and therefore to retain students. Student goals should be at the forefront of all instruction. Students should be active partners in the goal-setting process so that they feel a strong sense of ownership and commitment towards their goals. A useful, easy way to think of goal setting is to help students to set "SMART" goals: goals that are

> **S**pecific;
>
> **M**easurable;
>
> **A**ttainable;
>
> **R**ealistic and
>
> **T**angible

6. Enrollment Options

Program directors should explore innovative practices that will allow them to meet federal and state requirements, encourage maximum daily attendance by students, and accurately record all student enrollment, attendance, and goal-attainment activities within the program. To meet these objectives, there must be an

appropriate balance between student's needs for program flexibility on one hand and the need for program stability on the other.

The appropriate enrollment structure to meet these various objectives is unique for each program. Indeed, a given program might find that different instructional programs within the program call for different enrollment policies. The same might be true for different satellite sites within the program.

Types of Enrollment Structures:

- Open Enrollment: Start any time/quit whenever; class continues without beginning or ending (may close for the summer)

- Managed Enrollment: Scheduled beginning and ending dates for classes

   - Schedule fall and spring semesters with start/finish dates.

   - Schedule pre-assessment or post-assessment to coincide with beginning and ending dates for classes.

   - In multi-level classes, schedule subject-related small groups on particular days or times.

   - Concentrate on one content area or functioning level, such as GED (for advanced level students), Reading Improvement (for low-level students), employability skills (for job-seekers), etc.

   - Schedule Pre-GED or lower level students on certain days and GED students on different days.

Open Enrollment/Open Exit Enrollment

Open enrollment/open exit enrollment, allows students to enter an instructional program at any time during the fiscal year, attend class for an unlimited number of hours while acquiring appropriate skills and knowledge, exit the program upon goal attainment, exit the program due to external factors and re-enter the program when able to do so.

Although this policy is student-oriented, it presents several instructional obstacles. Instructors find themselves constantly re-teaching material from previous lessons because new students continually enter their classes. There may also be learning challenges for students. Some may not take their studies seriously, placing a low priority on school attendance when other activities compete, knowing that they can re-enter the program at will. Students also complain that they cannot see progress and attribute their lack of progress to the constant turnover in their classes.

For an open entry/open exit policy to work well for a given instructional program, the policy must be supported by two other program components.

First, the instructional program must support students in setting explicit instructional goals and must require students to meet well-defined expectations of attendance and effort.

Second, the instructional program must support teachers in data collection by promoting clear, consistent procedures and schedules for program-wide gathering of information on student enrollment, attendance, and goal achievement.

Managed Enrollment

Managed Enrollment offers several distinct advantages. According to this practice, a student may enter an instructional program only during specific enrollment periods, attend a specific class for the duration of the class term, continue in the same class for subsequent terms only by re-enrolling, and miss no more than a prescribed number of class sessions within a specified time.

In a well-designed program that offers classes at many different instructional levels (e.g., an ESL program), a managed enrollment practice can enhance the program's stability, effectiveness and accountability. Managed enrollment allows instructors to deliver coherent and focused curricula to well-formed classrooms. It also frees instructors from the need to continually re-teach "old" material to newcomers. And it allows students to make firm commitments to attend and participate in classes for specific, limited time periods. These factors, in turn, allow for classroom instruction that progresses smoothly and swiftly and allows students to experience the satisfaction of swift progress and program's to demonstrate effective performance.

For a managed enrollment practice to work well for a given instructional program, the policy must respond to the changing needs of the learning community. Instructors, administrative staff, students, and other community members should collaborate to determine the appropriate length and schedule of class terms. As part of this process, administrative and instructional staff should consider recent patterns of student enrollment and student retention.

All instructional staff members within a program also should collaborate to define curricula and exit criteria for each instructional level within the program. The managed enrollment practice should continue to evolve in an

atmosphere where change is an ongoing process that meets the changing needs of students, instructors, administrators and the community.

Programs that are considering implementing a managed enrollment policy may find the following list of steps helpful:

TIPS

1) Identify specific program issues by talking to instructors, students and community members.

2) Study student enrollment patterns as well as retention data.

3) Establish session lengths based on student data.

4) Develop curriculum and priority outcomes for the designated sessions. Instructor involvement is essential.

5) Pilot the plan with enthusiastic instructors to learn what works and what needs to be adjusted before expanding.

6) Develop an atmosphere in which change is an ongoing process to meet student, instructor and community needs.

Attendance

Regular attendance is essential for making progress regardless of the type of enrollment in your program. Instructors should clearly state all program requirements, including attendance requirements, during the intake, orientation and assessment process. As well, instructors should let students clearly know that their ability to make progress and attain their learning goals will be closely tied to their attendance. Conversely, poor attendance is one of the prime indicators that students may drop out.

Some programs develop an attendance policy. Some programs require students to sign an agreement that outlines their commitment to the adult education program, including attendance. Example:

I agree to the following:

- I will attend for ____ hours each week (as per my training plan).
- I will notify the adult education program if I miss any time.
- I understand that if I miss time without an acceptable reason, I will be given a verbal warning. If I continue to miss time without an acceptable reason, I will be given a written warning. If I continue to miss time after that, I will be asked to leave the program.
- I understand that my attendance is monitored.
- I understand that if I am absent for __ days in a row without notifying the program, I will be considered as having left the program.
- I agree to respect the available time and energy of both paid staff and volunteers.

Adult Basic Education and Adult Secondary Education

Adult education services provide academic skills instruction, GED preparation and reading instruction for eligible adults. Adult education assists adults in improving educational attainment levels and successfully entering employment and postsecondary education.

Corrections

With the help of the Kentucky Department of Corrections, Kentucky Community and Technical College System and federal funds, KYAE provides adult education in state prisons and local jails. In addition to adult basic education services, this program provides appropriate life skills courses.

Family Literacy

In family literacy, multiple generations within a family learn together to help parents participate as full partners in their children's education, promote interactive literacy activities between parents and their children and prepare adults and children for success in education and life. Family literacy is a structured program that provides opportunities to combine the critical issues of adult basic skills for parents with educational development in children. The purpose of family literacy is to break the cycle of poverty and illiteracy by improving educational opportunities for low-income families.

Family Literacy in Kentucky, consistent with the definition in the Adult Education and Family Literacy Act of the Workforce Investment Act (WIA), includes the following four components:
Adult Education – parent literacy training that leads to economic self-sufficiency;
Children's Education – age-appropriate education to prepare children for success in school and life experiences;
Parent Time – training for parents to be the primary teacher for their children and full partners in the education of their children;
Parent and Child Together (PACT) – interactive activities between parents and their children.

These components must be fully integrated into a program with sufficient intensity (focused, planned, and frequent program activities within each of the four components) and appropriate duration to achieve substantial participant outcomes.

Workplace

Kentucky Adult Education provides learning opportunities so current and prospective employees can improve their basic reading, math, team-building and communication skills – as well as GED readiness. Employees gain confidence, and employers gain more valuable, satisfied workers.

Transition to Postsecondary Education

Relying solely on high school graduates will not allow the Kentucky Council on Postsecondary Education and KYAE to achieve the 2020 imperative of nearly doubling the number of working-age Kentuckians with a bachelor's degree. The adult education population must be reengaged in improving their educational skills and be better prepared to enter and succeed in college. KYAE is committed to moving more GED graduates on to postsecondary education.

English as a Second Language

The English as a Second Language (ESL) program is a specialized part of adult education that addresses the needs of adult English Language Learners (ELL) including immigrants, temporary residents, and citizens of the U.S. whose native language is not English. The ESL program offers instruction in English for Speakers of Other Languages (ESOL) that encompasses instruction in pre-literacy skills, reading, writing, listening, speaking, grammar, U.S. citizenship, civic participation and cultural literacy.

See the KYAE Policy and Procedure Manual for additional information: http://www.kyae.ky.gov/policy/

8. External Funding Opportunities

Tips for Grant Writing for External Funding:

1. First read and then re-read the Request for Proposal (RFP) before writing the grant.

2. Build a strong case. The strength of your grant application depends on how well you can demonstrate the need for your project. Use current statistics, precise language and sound reasoning to lay the foundation. If the needs section does not make a strong case for funding your proposal, no matter how well thought out the grant is, it will fail.

3. Present a proposal for something specific; don't send in a shopping list since this is asking the funder to determine your priorities.

4. Write to your audience. The grant readers may not be knowledgeable about adult education. Use language for lay people; no abbreviations, initials, jargon, or verbs turned into nouns (e.g., "prioritize").Use only facts that will strengthen your case or inform someone who is not familiar with the subject.

5. Answer all questions, even if they seem obvious or repetitive. You can, if the length is limited, refer to a previous answer, but it is probably wiser to use the suggested format. The more specific you are, the better. This keeps the grant reading committee from having to guess.

6. Show, do not tell. Long narratives can hide vital information. Use charts, graphs or tables to explain demographics or statistics, or list goals, objectives and anticipated outcomes. If an answer must be lengthy, find ways to break up the text. Bold keys terms or phrases. Use lists and bullets.

7. Be realistic. Describe only attainable, measureable goals.

8. Finish as strong as you started. Give each section of your proposal equal weight. Do not exceed the page limitations.

9. Do funding research for your proposal; don't just blanket every foundation or organization with the same request.

10. Make your request fit the foundation's or organization's range of giving.

11. Proof, edit, then proof again. Submit a finished proposal; don't ask the funder to review a draft. Send in proposals that are complete. Did you sign it? Is it legible? Are the enclosures there? Is there a budget? Is there enough postage?

Tips to Sharpen Your Proposal

1. Read and re-read the proposal guidelines. Follow all directions. Answer all questions.

2. Write in the third person.

3. Be serious but not dull.

4. Be positive by emphasizing opportunity rather than need.

5. Demonstrate confidence by saying "We will," not "We hope."

6. Be concrete rather than philosophical.

7. Eliminate jargon and avoid emotional appeal.

8. Use headings and bullets to make your proposal easy to follow.

9. Number pages and put together a table of contents for longer grants (over 20 pages).

10. Have others read your proposal and grade it according to the guideline priorities.

> **Tips are from Scholastic**
> **http://content.scholastic.com**

Grants

Dollar General Grants

The Dollar General Back-to-School Grants provide funding to assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program.

Ezra Jack Keats Foundation

The Ezra Jack Keats Foundation $500 mini-grant for a creative literacy activity.

UPS Foundation

The UPS Foundation provides grants to organizations, including literacy programs, to help improve communities struggling with problems such as homelessness, illiteracy, poverty and hunger.

Wal-Mart

Go to Wal-Mart.com and then click on "Community" and "Community Grants"

Barnes and Noble

Barnes and Noble Booksellers provides support for non-profit literacy organizations.

Local grant opportunities

- Local United Way
- Labor Unions
- Local Workforce Investment Boards
- Community banks

9. Program Planning Tips

- Pay attention to level gains on the Performance Report.
- Plan how you will increase these next year.
- Are students consistently being post-tested? If not, decide how this can be improved.
- Does staff monitor student hours?
- Are students staying long enough to be post-tested? If not, what kind of retention strategies can your program put in place?
- Are students making level gains when post-tested? If not, what curriculum and instructional changes need to be made?
- Is post-test and level gain information getting to the data entry clerk and entered accurately and in a timely manner?
- Plan to monitor student outcome follow-up or delegate someone to do this.
- Plan to inform staff regularly of progress toward Performance Measures.
- Review changes in demographics, area employment statistics, etc.
- What changes will need to be made to respond to community needs?
- Plan ways to use resources efficiently.

- Look at new ways to partner with others in the community in the coming year.
- Can another agency or group provide childcare, transportation, legal aid, volunteers, additional funding?
- Who else serves the same client base?
- How can you maximize your funding and provide better services to students?
- Set reasonable program goals to monitor achievement.

10. Professional Development

Kentucky Adult Education provides professional development (PD) grounded in research and program improvement for more than 900 adult educators. Ongoing PD is required for every adult educator. You may view a complete list of Kentucky Adult Education professional development opportunities by accessing PDtrack.

Visit the KYAE Professional Development Web page for additional resources, such as:

- **Professional Development e-handbook: http://www.kyae.ky.gov/educators/pd.htm**
- **Steps to professional development planning**
- **Professional development units**
- **Required professional development for new and experienced staff.**

11. References and Resources

Adult Education Handbooks and Guides from Other States

California Adult Literacy Professional Development Project
- Adult Education Administrator's Guide
  http://www.cde.ca.gov/sp/ae/ir/documents/aehandbook2005.pdf

Indiana Department of Education/ Division of Adult Education
- Program Director Handbook
  http://www.doe.state.in.us/adulted/admin_handbook.html

- Instructor Handbook
  http://ideanet.doe.state.in.us/adulted/teacher_handbook.html

- Media Kit
  http://ideanet.doe.state.in.us/adulted/pdf/admin_mediakit.pdf

Massachusetts Department of Education/ Adult Education
- Adult Basic Education Guide
  http://www.doe.mass.edu/acls/abeguide.pdf

Maine Adult Education
- Director's Handbook
  http://mainegov-images.informe.org/education/aded/dev/handbook/DirectorUs%20Handbook04.pdf

Texas Center for the Advancement of Literacy and Learning (TCALL)
- Teacher Toolkit
  http://www-tcall.tamu.edu/toolkit/contents.html

- Program Director
  http://www-tcall.tamu.edu/texaslearns/05admanual/cover.htm

West Virginia Adult Basic Education (WVABE)
- Program Director
  http://www.wvabe.org/misc_pdf/Admin_Technical_Assistance_Guide.pdf

- Instructor Handbook
  http://wvabe.org/teacherhandbook.htm

1. What is your education level?
(A) Less than a high school diploma
        -last grade completed:_____
(B) high school graduate

2. Are you employed outside the home?
(A) Full-time
(B) Part-time
(C) Self-employed
(D) Retired
(E) Homemaker

3. How many children do you have who attend school?_____

4. How many children are under school age?_____

5. What language do you prefer to speak in your household?_____

6. An adult basic education class is being considered for your community. What topic(s) would you like to be offered through this program?
(A) Math, Reading,…
(B Job skill classes
 (C) Study English as a Second Language (ESL)
(D) Other:_____

6. Why would you enroll in an adult education class? (check all that apply)
(A) for a GED Diploma
(B) for skills to help me find a job
(C) for skills to help me keep my current job
(D) for skills to help me find a better job
(E) for personal growth (budgeting, parenting, etc.)
(F) for skills to enroll in college or vocational school

6. Which day(s) would you prefer class to be offered?
(A) Monday
(B) Tuesday
(C) Wednesday
(D) Thursday
(E) Friday
(F) Saturday

7. What would be the ideal length of one class session?
(A) 1 hour
(B) 2 hours
(C) more than 3 hours

8. What would be the ideal length for a class?
(A) 4 weeks   (C) 3 months
(B) 6 weeks   (D) 6 months

9. What would be the best time of day for a class to be offered?
(A) 9 am - 3 pm   (D) 4 pm - 7 pm
(B) 9 am - noon   (E) 5 pm - 8 pm
(C) 1 pm - 4 pm   (F) 6 pm - 9 pm

10. What would prevent you from enrolling in and attending an adult basic education class?
(A) lack of child-care (E) pride
(B) lack of transportation (F) fear of failure
(C) partner would disapprove
(D) other: _____

11. How far in advance would you need to know about this class?
(A) 1 week   (C) 3 weeks
(B) 2 weeks   (D) 1 month

12. What would be the best way to let you know this class was available in your community?
(A) Television: _____ Which channel?_____
(B) Radio:_____ Which channel?_____
(C) Newspaper:_____ Which one? _____
(D) Poster:_____ Seen here?_____
(E) Flier; Found where?_____
(F) Other: _____

13. How far would you be willing to travel to get to class?
(A) less than 5 miles
(B) 5-10 miles
(C) more than 10 miles

14. How would you get to class?
(A)Drive
(B) Driven by other
(C) Public transportation
(D) ride with classmate
(E) walk
(F) other:_____

15. Would you be interested in online learning? ___Yes ___No
(A) Do you have a computer? ___Yes ___No
(B) Can you access to the Internet? ___Yes ___No

What are the needs of your clients or staff?

In the Level of Need column, rate the level of your need in each area: 5=imminent 4=high 3=moderate 2=low 1=none then, in the Population in Need column, indicate who is in need of this service. (you may choose more than one)

Level of Need					Area of Need	Population in need		
5	4	3	2	1	**GED preparation**	Staff	Client	Family member
5	4	3	2	1	**Reading instruction**	Staff	Client	Family member
5	4	3	2	1	**Math refresher**	Staff	Client	Family member
5	4	3	2	1	**Writing/language refresher**	Staff	Client	Family member
5	4	3	2	1	**Personal growth classes – parenting, family, etc.**	Staff	Client	Family member
5	4	3	2	1	**Thinking and reasoning skills**	Staff	Client	Family member
5	4	3	2	1	**Goal setting skills**	Staff	Client	Family member
5	4	3	2	1	**Job-search assistance**	Staff	Client	Family member
5	4	3	2	1	**Unemployment survival**	Staff	Client	Family member
5	4	3	2	1	**Preparation for entrance exam for college**	Staff	Client	Family member
5	4	3	2	1	**English as a Second Language (ESL)**	Staff	Client	Family member
5	4	3	2	1	**Other: (identify)**	Staff	Client	Family member
5	4	3	2	1	**Other: (identify)**	Staff	Client	Family member

THIS SURVEY HAS BEEN DEVELOPED FOR PROGRAM DIRECTORS TO DISTRIBUTE TO COMMUNITY ORGANIZATIONS TO DETERMINE IF THERE IS A NEED OF SERVICES THAT CAN BE PROVIDED BY YOUR PROGRAM.

1. How long have you been attending this class?

___Days ____ Months ____Years

2. How often do you attend?
(A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

3. If you circled (B) or (C) above, what prevents you from attending always?
(A) Lack of child care
(B) Lack of transportation
(C) Partner would disapprove
(D) Pride
(E) Fear of failure
(F) Other:

4. Why did you enroll in this class?
(A) To obtain a GED diploma
(B) To obtain skills to help me find a job
(C) To obtain skills to help me keep my current job
(D) To obtain skills to help me find a better job
 (F) To obtain skills to enroll in college or vocational school

5. Did you obtain your goals?
(A) Yes   (B) No

6. Have you set other goals since you enrolled in this class?   Explain.

7. How could this program better meet your needs?

8. Did you and your instructor periodically review your needs/goals to determine if they are being met?   (A) Yes (B) No

9. Does your instructor provide lessons in a way that is easy to understand?
(A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

10. Did your instructor provide feedback to you regarding your progress?
(A) Yes   (B) No

11. Did you feel like you are "a part" of the class and total adult education program?
(A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

12. Did your instructor provide information about community agencies that could provide a service to you?
(A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

13. Did your instructor encourage you to continue your education by attending vocational programs or college?
((A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

14. Did your instructor provide information on how to apply and interview for a job?
(A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

15. Did your instructor treat you as an adult and with respect?
((A) Always
(B) Often
(C) Sometimes
(D) Rarely
(E) Never

16. Do you feel comfortable asking your instructor for guidance with everyday problems?
(A) Yes   (B) No

17. Would you tell others about this program and urge them to attend?
(A) Yes   (B) No; Why not?___
Use this space to write any comments you have about this program